September 2017

If Rumors Were Horses

Katina Strauch
Against the Grain, kstrauch@comcast.net

REFERENCE PUBLISHING ISSUE

VOLUME 29, NUMBER 4   **SEPTEMBER 2017**
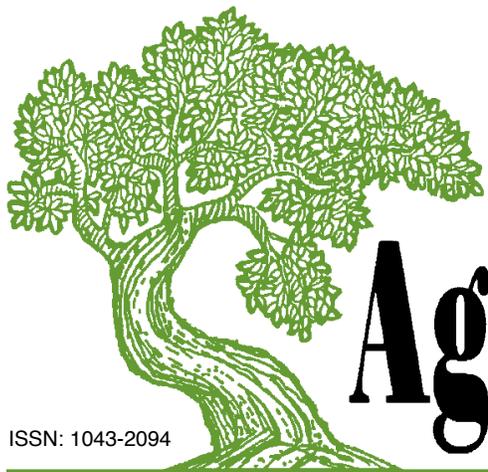
Against the Grain

"Linking Publishers, Vendors and Librarians"

ISSN: 1043-2094

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Legal Issues in Information Sharing in the Era of Sci-Hub

by **Will Cross** (Director, Copyright & Digital Scholarship Center, NCSU Libraries) <wmcross@ncsu.edu>

Welcome to Our Special Issue!

"Nobody sues libraries." This bit of folk wisdom, given to me when I first entered the profession, felt reassuring for a newly minted "lawyer in the library" still finding his footing. Then everyone started suing libraries. From archiving and search (***Author's Guild v. Hathi***), to library lending (***Kirtsaeng v. John Wiley***), ereserves (***Cambridge v Patton***), streaming media (***AIME v. UCLA***), and accessibility (the **NAD's** ongoing lawsuit brought against **Harvard**), the legal issues baked into nearly every facet of information sharing seem to be on some court's docket, and thus up in the air for establishing "safe" or best practices for librarians, publishers, scholars, and students. Good news for my job security, I suppose.

Despite judicial interrogation of so much of the scholarly communication lifecycle, the most significant changes in information sharing seem to be coming from systems that bypass the legal rules so many of us seek to understand. After more than a decade of pitched battles over changing publication agreements from copyright transfer to

licenses, clever application of the work made for hire doctrine, and recent federal mandates for openness, for millions of scholars in 2017 access to scholarly articles is driven by a small website created by a student in Kazakhstan.

While reports of subscription journals' demise as a result of what **Nature** called "Sci-Hub's cache of pirated papers" may be greatly exaggerated, it is the case that scholarly publishing is being transformed, just as the music industry was fifteen years ago, just about the time I was being reassured about the improbability of a lawsuit against libraries. Like those **Napster**-era creators, publishers, librarians, and scholars today have important questions to answer about applying old laws to new methods of sharing information.

Universities that have traditionally relied on the suite of copyright exceptions designed to support nonprofit, educational use are currently adapting to a digital, licensed, and open world. **Anali Perry** explores the copyright and licensing challenges that must be met for her institution, **Arizona State University** to fulfil its goal to be the **New American**

University**, "dedicated to the simultaneous pursuit of excellence, broad access to quality education, and meaningful societal impact." By offering open, online courses, **Perry's** institution hopes to reach new audiences and make higher education attainable for global populations, but U.S. copyright exceptions crafted in 1976 are often ill-suited to educational practice in 2017. Similarly, business practices and licenses built around the concept of enrolled students and costs tied to FTE strain to fit these new approaches. Even when a shared goal is clear, institutions must answer questions about the law, even when the law does not keep pace.

In one area, at least, **Carla Myers** argues that those answers are available and quite hopeful. **Myers** offers insights into a legal issue that libraries, publishers, and other hosts of content are currently wrestling with: accessibility. With ongoing litigation from advocacy groups and

If Rumors Were Horses

To our colleagues in **Houston and surroundings**, we send our heartfelt condolences. We know about hurricanes. Thanks to all the volunteers who come together to help at times like this. Our prayers are with you as you recover from the devastation.

Meanwhile, it's like fall here in Charleston. Unbelievably cool and breezy! Hmmm. Wonder when the heat will settle back in? And here's hoping for an end to the hurricane season! The sooner the better!

Just heard from the efficient **Tim Davenport**, **EDItEUR** and Executive Director of **ISNI** — the **International Standard Name Identifier** — concerning the establishment of a specialized *ISNI Organizations Registry*. The **ISNI International Agency Ltd (ISNI-IA)** is announcing changes to its infrastructure focused on providing open identifiers for organizations working in the field of scholarly communications. The *ISNI Organizations Registry* will

Aren't these beautiful? When our Conference registrar, **Sharna Williams**, is off duty, she grows amazing flowers.

From Your (scrappy) Editor:

I suppose that I am not overly "scrappy" but I feel like I have to be more aggressive in the middle of all of this moving business. I guess when you live in the same place for 40 years that it is difficult for companies to get their heads around a new address. Here it is: 1712 Thompson Avenue, Sulllivan's Island, SC 29482.

In between the scrappiness, we have been working on this great issue of *ATG* on **Legal Issues in Information Sharing in the Era of Sci-Hub**. **Will Cross** is our guest editor and kudos to him for doing this in the middle of a new baby and finding authors. Talk about scrappy! There are papers by **Anali Perry** (Global issues), **Carla S. Myers** (the ADA and Copyright law), **Mira Waller** (Grey literature and experimental works), **Josh Bolick**, **Maria Bonn**, and **Will Cross** (OER resources), and **Darby Orcutt** (Content mining research). Our Op-Ed is on categorizing scholarly communications by **Bob Holley** and **Jim O'Donnell** takes a tour of an **Amazon brick-and-mortar store** in Chicago. *ATG* Interviews **Keith Webster** (Dean, University Libraries, Carnegie Mellon) and **Daniel Hook** (Managing Director, Digital Science).

Tom Gilson reviews many reference books, **Regina Gong** library and communication books, **Donna Jacobs** enlists **Samuel Beckett** and **Thomas Mann**, **Anne Doherty** of **Choice** continues collecting to the core about native American activism, and **John Riley** likes printing history. We have a cases of note about nominative fair use and questions and answers from **Lolly** about the Sci-Hub lawsuit and the selection of the register of copyrights.

Sven Fund talks about open access and misallocating funds, **Myer Kutz** asks some of his contributors why they write, optimizing library services is a recap of an **ER&L session**, let's get technical is about **migrating to Alma**, **Michael Gruenberg** tells how to avoid a meeting that is a waste of time, biz of acq is about transitioning from print to e, **Alice L. Daugherty** (in being earnest) talks about the **humanities collection gap**, we have many meeting reports from **Ramune Kubilius**, **Lynda Kellam** and **Sever Bordeianu** as well as **Don Hawkins**.

David Parker discusses how or if patrons, publishers and librarians can all win and **Pat Sabosik** looks at some active scholarly bloggers. **Leah Hinds** updates on Charleston's comings and goings while **Michael Pelikan** talks about digital verisimilitude.

Whew! Just in the nick of time, a wet **Comcast** repairman is at my back door!

Happy fall, everyone! See you in November! Love, **Yr. Ed**. 🌿

Letters to the Editor

Send letters to <kstrauch@comcast.net>, phone or fax 843-723-3536, or snail mail: ***Against the Grain***, *Post Office Box 799, Sullivan's Island, SC 29482. You can also send a letter to the editor from the* ***ATG Homepage*** *at* ***http://www.against-the-grain.com***.

Dear Editor:

Letter addressed to: **Leah**, **Tom**, **Beth**, and **Katina**.

Thanks for an enjoyable weekend going over the proposals for the **2017 Charleston Conference**. Here are a few notes from our discussions. Thank you for the opportunity to participate.

Audrey Powers <apowers@usf.edu>

Dear Audrey, Thanks so much for traveling all the way to Charleston for several days to discuss well over 300 conference proposals. Your insights, experience, and input were invaluable! On to 2018! — **Yr. Ed.** 🌿

AGAINST THE GRAIN DEADLINES VOLUME 29 & 30 — 2017-2018

2017 Events	Issue	Ad Reservation	Camera-Ready
Charleston Conference	November 2017	08/17/17	09/07/17
ALA Midwinter	Dec. 2017-Jan. 2018	11/09/17	11/24/17
2018 Events	**Issue**	**Ad Reservation**	**Camera-Ready**
Annual Report, PLA	February 2018	01/04/18	01/18/18
MLA, SLA, Book Expo	April 2018	02/15/18	03/08/18
ALA Annual	June 2018	04/05/18	04/26/18
Reference Publishing	September 2018	06/14/18	07/05/18
Charleston Conference	November 2018	08/16/18	09/06/18
ALA Midwinter	Dec. 2018-Jan. 2019	11/08/18	11/26/18

FOR MORE INFORMATION CONTACT

Toni Nix <justwrite@lowcountry.com>; Phone: 843-835-8604; Fax: 843-835-5892; USPS Address: P.O. Box 412, Cottageville, SC 29435; FedEx/UPS ship to: 398 Crab Apple Lane, Ridgeville, SC 29472. 🌿

enable organizations to change and correct their own records and allow the research community to identify author affiliations persistently and authoritatively, thereby supporting analysis of research output and impact. **ISNI-IA** will also set up an **Advisory Board** for the *ISNI Organizations Registry* to ensure that the scholarly communications community has open and transparent access to **ISNI-IA** and is able to steer the efforts to ensure adoption of **ISNI Organization** records and cross-walks between all of the important and relevant datasets. <tim@editeur.org> *www.isni.org*

The hard-working and focused **Rolf Janke** sends word that he has left sunny California for Raleigh, NC. He says it's great to be back East again! **Rolf** has already had lunch with **Beth Bernhardt** in Greensboro. Plus — **Rolf** is planning to drive to **Charleston** this November for the **Conference**. You will remember that **Rolf** is the founder and publisher of **Mission Bell Media** which publishes print and digital media for the library market with a focus on leadership .Titles from the **Peak Series** represent contemporary topics for academic librarian career development. *http://www.missionbellmedia.com/*

Still on the subject of books, did you see the article in the *Wall Street Journal* about **Sue Grafton** (August 25, p. M3). **Sue's** father was a novelist himself. Both parents

were alcoholics though apparently her father was a successful lawyer and wrote detective fiction at night. Her mother was "vivacious, outgoing, pretty and friendly" when she was sober. **Sue** talks about being afraid of water in the basement of their huge house in Louisville, Kentucky, because of big rains and sitting at home with a butcher knife because she was afraid of "bad guys." No wonder she writes fiction! A fascinating and wonderful article. *https://www.wsj.com/articles/author-sue-graftons-scary-childhood-home-1503413068*

While we are talking about books, we have been spending a lot of time in our new *ATG* and **Charleston Conference** office on **Sullivan's Island** and my son **Raymond**, the real bookman, discovered **sullivans-trade-a-book-mount-pleasant**. It's a delightful bookstore with wonderful inventory (we bought many new additions for our personal libraries including a **Sue Grafton**). Between the **Edgar Allan Poe Branch** of the **Charleston County Library** on Sullivan's and **Trade A Book in Mt. Pleasant**, I think we will have plenty to keep us reading! An aside, **Poe** was stationed on Sullivan's as a private in the

numerous investigations by the Department of Justice, there is no more live issue, particularly for online materials. While core academic values clearly support full accessibility, many institutions are struggling with both the cost of making materials accessible and a perception that copyright law creates additional obstacles in tension with the requirements of the *Americans with Disabilities Act*. **Myers** provides a guided tour through these complex issues and reminds us that copyright is in much greater harmony with accessibility than some may fear.

Just as institutions must understand legal issues like copyright as they seize new opportunities, individual creators need guidance, not only on copyright, but also privacy, free expression, and the impact of terms of service tied to the various tools and platforms used to create, share, and archive scholarship. As with Sci-Hub, these legal issues run parallel to changes in scholarly communication technology and practice. **Mira Waller** offers an introduction to this intersection of law, technology, and social expectations with a series of case studies from the front lines supporting student work at **North Carolina State University**. Like the grey market sharing facilitated by Sci-Hub, the grey literature **Waller** describes raises thorny legal issues of ownership, but also tests the boundaries of what we consider scholarship, how we value and evaluate work done in higher education, and what relationship libraries should have with new formats that move the

scholarly communication ecosystem beyond the traditional walls of the academy. **Waller** argues for active engagement through hosting and educating, but ends with a series of her own questions to be answered.

Adapting to these new challenges will require new approaches and new partnerships designed to leverage the opportunities created by digital and global communication. **Josh Bolick** and **Maria Bonn** introduce one promising approach: an open educational resource (OER) for scholarly communication and legal issues. This project, which I am proud to be participating in, leverages the collaborative and iterative potential of OER to develop resources that prepare librarians for this environment. By adopting an explicitly open licensing model, OER removes many of the legal barriers addressed by **Perry**. This project reflects the promise of Sci-Hub's distributed model, but grounds the work of understanding, interpreting, and explaining legal issues in a dynamic community with aboveboard open values. As with any platform, however, gathering, hosting, and curating content brings its own set of legal challenges.

As new approaches are developed, partnerships between libraries, scholars, and publishers remain essential for navigating this changing landscape. As a model for this approach, **Darby Orcutt** describes his Basic Access to Mining principles for text and data mining rights. This program, which has been a model for practice across the field, points to the ways that contract law can bridge the divide between stakeholders and the gaps left by other areas of law. **Orcutt** argues that these agreements offer a way forward that is tailored to

the nuances of specific communities and users. They also offer concrete, actionable practice that cuts through legal confusion to actually get information into the hands of scholars.

With (now former) Register of Copyright **Maria Pallente's** promised "Next Great Copyright Act" a distant memory and the general political discord in Washington, changes to statutory law seem unlikely. Litigation around scholarly communication is more likely to persist: almost a decade after the first motions were filed, three judges in Atlanta are deliberating about the ereserves system at **Georgia State University** as I write these words. Observers from oral arguments suggest that we are likely to see yet another round of remand and reconsideration that extends well beyond the time you read them. This has not been a winning strategy for plaintiffs so far, and, as we saw with **Elsevier's** lawsuit against Sci-Hub, which ended out primarily as free advertising for the platform, even a legal victory can end out more pyrrhic than substantive.

If, as has been commonly observed, Sci-Hub is analogous to the file sharing site **Napster**, it similarly points to opportunities to create models that are built on sustainable partnerships. From **Orcutt's** license to **Bolick** and **Bonn's** OER, this special issue suggests paths forward and raises questions for each person to answer as they make their way through the often tangled set of legal issues that surround information sharing. Whether moving towards the beacon set by **Myers**, into the untamed wilds that **Waller** and **Perry** explore, or blazing your own trail, I hope this issue will help you find your way. Happy reading! 🐢

the infrastructure and community necessary for an OER as a tool to meet those needs. We seek to identify the components of the OER, the potential obstacles to its adoption, and the partnerships and promotional activities that would accelerate its use. This preliminary work helps to build materials and relationships for creating an OER that can meet those needs and challenges in order to support a broad range of scholars, students, librarians, and publishers better understand how to meet a pressing need for new librarians — and librarians new to supporting scholarly communication — to engage in scholarly communication work.

Beyond the primary goal of creating a resource that serves the pedagogical needs of LIS instructors and students, we hope our project may be a model for librarians in other disciplinary roles to have stronger representation in how the theory and practice of their work is taught to their future colleagues in library school by developing similar tools in their own spaces. As noted above, while librarians and libraries are a major force in the open education movement, we frequently still learn from conventional textbooks, or perhaps as commonly, don't learn from them because of access barriers. Decreasing these barriers may well be a piece in helping to address the alarming lack of diversity in our profession.

The OER will be structured to introduce scholarly communication at a high level, grounded in technical, social, economic and legal issues. Our discussion of legal issues in the overview section will drill down into fundamentals of copyright and licensing, the role of funder mandates, and the impact of international law, treaties, and similar agreements on global scholarship and sharing. With the fundamental issues introduced, we will present openness as the prism through which all these issues are viewed. Open access, data, education, and source all include each of the pressures described above.

This high level overview of scholarly communication will be the foundation for a collaborative series of case studies drawn from the lived experiences of practitioners across the field. Since this is a resource primarily aimed at LIS education, many of these case studies will be aimed at a library audience, but we hope that stakeholders from every corner of scholarly communication will contribute. We will seed an initial set of case studies, but much of our work will be gathering together a community that sustains, enhances, and continually refreshes the case studies. The open nature of OER will permit a vibrant community to share stories from large and small institutions, support discussion from case studies that reflect differing or even competing approaches to a topic, and invite in stakeholders we have never met. We also hope that the OER can be used to support open pedagogy, with LIS students making contributions part of active and participatory learning.

At the time of writing, we have drafted a table of contents and started identifying potential contributors that leverage expertise in specific sub-areas of scholarly communication work. Initial exploratory conversations with a publisher willing to embrace the openness of the project have been very promising. We're looking forward to hosting a roundtable discussion at **Open Education Conference** in Anaheim in October (Table 3 at 11:00 and 11:30 on Thursday the 12th; swing by and participate!). Finally, we're awaiting the result of a request for funding which will allow us to do more background research to ensure the outcomes closely address real needs.

Of course, as with any creative project, interesting legal issues arise that we will need to navigate as editors, in consultation with a publisher and potential funders, with collaborators/authors, and future users and modifiers of the text. The editors are committed to open accessibility and an open license that permits **David Wiley's** 5 Rs: the rights of users to reuse, retain, redistribute, revise, and remix the work.[8] Are commercial uses to be embraced, and if we as editors prefer that, will other contributors and a publisher agree? There are likely many potential openly licensed works (such as **Wiley's** blog post defining open and the 5 Rs referenced above, for example) that we will have to use in legal ways. Will a publisher own copyright but extend broad rights to creators and users via an open license, or will contributors of newly authored content each own the copyright in their own contributions but license so as to permit publication and downstream innovative use?

We will also work to navigate legal issues related to gathering, hosting, and curating these materials. With significant litigation and ongoing investigations by the Department of Justice related to accessibility, our commitment to making these materials open to all users, regardless of disability, is in harmony with the legal environment. Similarly, issues of user privacy, copyright, and trademark are built into the use of case studies that describe the practices and works of third parties. To the extent we use multimedia content, visualizations, and cutting edge digital projects, we will also have to contend with terms of use and the laws of specific tools and platforms. An awareness of third party liability, international law, and the attendant rules and practices is also essential for a sustainable project that reflects the global, online world of modern scholarly communication.

The open education movement has grown at a rapid pace, with librarians front and center. Given our advocacy and knowledge, we can and should start leveraging open education in our own professionalization. The seed for this project is the intersection of scholarly communication, open education, and community ownership. Legal issues and scholarly communication need to be more widely taught; open education is the correct tool to drive this instruction; and the researchers, instructors, practitioners, and students are the rightful creators and owners of it. If you have ideas or expertise to share, get in touch! If you work in another area besides scholarly communication, consider how your community of practice can take control of your pedagogy and collaborate to develop and maintain an open educational resource in your discipline. 🌿

Endnotes

1. *http://www.openaccesstextbooks.org/pdf/2016_Florida_Student_Textbook_Survey.pdf*

2. *http://www.against-the-grain.com/2016/12/60911/*

3. *http://doi.org/10.7710/2162-3309.1236*

4. *http://www.nasig.org/site_page.cfm?pk_association_webpage_menu=310&pk_association_webpage=9435*

5. *http://acrl.libguides.com/scholcomm/toolkit/home*

6. *https://muse.jhu.edu/article/409892*

7. *https://www.nmc.org/publication/nmc-horizon-report-2017-higher-education-edition/*

8. *http://www.opencontent.org/definition/*

U.S. Army in 1827 and 1828 and he used the island setting as the background of his story "The Gold Bug."

http://www.ccpl.org/content.asp?id=14637&action=detail&

https://www.yelp.com/biz/sullivans-trade-a-book-mount-pleasant

Was excited to learn that the great debater **Alison Scott** has been appointed associate university librarian for collection management and scholarly communication by the **UCLA Library**. She will assume her role on Oct. 2. The position oversees five major departments: cataloging and metadata, preservation, print acquisitions, scholarly communication and licensing and the Southern Regional Library Facility. **Alison** comes to **UCLA** from **UC Riverside**, where she has been associate university librarian for collections and scholarly communication since 2014. While there she has focused in particular on enhancing the library's approach to collection development, crafting a curation strategy that views general and special collections materials as combined into distinctive collecting areas and incorporating faculty involvement into the review process. Prior to working at Riverside, **Alison** served as head of collection development

to add to the librarian's toolbox. Split into eight chapters, readers are given the information needed to incorporate mindfulness into their daily practice. Each chapter addresses various applications of how mindfulness will enhance or change the conversation and interaction between librarians and library users. Chapter one begins with a discussion on how the partnership of librarians with mindfulness is a natural fit, detailing how and why mindfulness is important and exploring it not just as a theoretical concept but also noting evidence that is scientifically valuable to reducing stress and improving health.

The next chapter explores the connection to education; the relationship between mindfulness to teaching and learning at all grade levels may be seen. Librarians are teachers by nature and profession; including mindfulness techniques into daily life enhances the teaching experience for both the librarian and the student. Student research and writing is the focus of the next chapter. Authors explore the anxiety students face when doing research for the first time at the academic level, observing how students facing their first research project may be overwhelmed and not able to communicate adequately their research needs. The librarian who is mindful will be able to ascertain more readily the student's research needs, eliminating their stress and the librarian's frustration.

Chapter four is an important one for the academic community. It provides the connection between mindfulness and the **ACRL** framework for Information Literacy for Higher Education and explains how librarians can use mindfulness to enhance information literacy teaching efforts. Next, authors explore mindfulness and the impact it has on the typical reference desk interactions. Providing guidance in using mindfulness to meet the **ALA Reference & User Services Association's (RUSA)** guidelines. In conjunction with teaching, readers learn how through thoughtful and mindful interactions they can build or develop relationships with faculty in other departments on campus. In chapter seven, the importance of mindfulness for librarians in library management and library leadership is examined. The final chapter focuses on the solo librarian, as many librarians in school systems are alone, demonstrating how mindful techniques can help reduce stress and providing ideas for how to develop professional relationships.

The Mindful Librarian provides readers with valuable information on how using mindfulness will enhance professional and personal life experiences. Librarians in all environments will learn how being in the present when teaching, speaking with, or generally interacting with library users will affect whether or not the user's information needs are met. Providing food for thought, it is recommended reading for all librarians.

Allan, Barbara. *Emerging Strategies for Supporting Student Learning: A Practical Guide for Librarians and Educators.* London: Facet Publishing, 2016. 9781783300709. 178 pages. $75.00.

Reviewed by **Corey Seeman** (Director, Kresge Library Services, Ross School of Business, University of Michigan, Ann Arbor) <cseeman@umich.edu>

Academic librarians have been experiencing a seismic shift in the work that they do on campus with students and other community members. As we have seen a tremendous rise in the sophistication and self-reliant nature of our students and faculty, many academic librarians have shifted their focus from a service model to one focused on being an educator. For these professionals, the vision of information literacy as a central role in the successful graduate has changed the value proposition of the library.

This book brings different visions of the library: one that focuses on service and how we can support student learning by getting them more quickly to the information they require, and another that guides them away from projects where the information is simply not available. Through this lens, a librarian would strive to provide a strong user service ethos to help track down the resources that the student needs so they can assess and analyze that information for their more subject or discipline approach to learning. To use the colloquialism, this would be providing the student the fish versus teaching them how to fish.

This might be the biggest conundrum facing librarians at this point in time — do we teach or do we serve? Does the library promote information literacy (among other literacies) as a pillar in its own right among the skills that a student is expected to leave school with? Or is the role of the library to support their understanding of their chosen path of discipline? Seems to be a librarian version of the Hatfields and McCoys.

Author **Barbara Allan** is a trainer who has worked in libraries and business schools where she has focused on the student experience and enhanced learning. She has written extensively on libraries over the years, especially with regard to training and student learning. The focus of this work is the librarian as an educator and focuses on ways that academic libraries develop training and curriculum opportunities to engage with students on issues of information literacy. She provides many examples throughout this work and mini-case studies that provide a roadmap for professionals wishing to pursue a deeper dive into these particular examples. These case studies provide quick overviews of information literacy activities in libraries across the world. It is, in many ways, a finger on the pulse of teaching in libraries with directions on how to dig deeper. **Allan** immerses people quickly into the various literacies and pedagogies used by academic librarians to engage with students on campus. If your view is librarian as service, then the book's value is less clear.

To illustrate this, we can look at chapter four on employability, a topic that many of us in higher education are concerned about as a critical outcome of one's degree. The focus on the chapter is the ability for students to showcase their information literacy skills to potential employers as an attribute. While that may certainly be the case, one of the general themes going against this argument is that many employers (from our experience at my business school) do not see information literacy (or any related aspects) as a particular skill. The notion that "looking it up" is something that we can all do on our phones and at anytime from anywhere has removed the value of that skill. Of course, that is not true — but who is keeping score? From my perspective, I envision this chapter as a way that the library can help the students with their job search, but it was not the case. Then again, my operation is focused on the library as service provider so it is not perfectly in sync.

Having said this, I still find value in this work, especially for librarians who put their role as an educator over their role as a service. For those who promote service, the book is less useful. While I might not need a copy of this on my personal or library bookshelf, I would hope that it would be available in my shared resources network. 🐚

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at **George Washington University** and in a number of collection development roles at **Harvard University's Widener Library**. She earned her doctorate in American and New England studies at **Boston University**, master's degrees in library science and in religion from the **University of Chicago** and a bachelor's degree in English literature from **Whitman College**.

I remember the **Hyde Park Debate** at the **2016 Charleston Conference** between **Alison Scott** and **Michael Levine-Clark** on the topic *Resolved: APC-Funded Open Access is Antithetical to the Values of Librarianship*. In Favor: **Alison Scott** and Opposed: **Michael Levine-Clark**. The debate was conducted in general accordance with **Oxford Union rules**. All in the audience voted their opinion on the resolution before the debate began using text message voting, and the vote totals were recorded. Each speaker offered a formal opening statement, followed by a response to each other's statements, and then the floor was open for discussion. At the conclusion of the debate, another vote was taken. The winner of the debate was the one who caused the most

role of a librarian has changed significantly over the last few years. The center of the new role that is emerging seems to be as the information expert. Each academic has his or her own specialism, for example: solution of particular types of equation, understanding a particular experimental approach or deep understanding of the social interactions of a particular civilization. But, the common element in research across all fields is understanding the tools needed to find and access relevant content and being able to determine whether this content is accurate. This is more important than ever in a world deluged by information, much of it contradictory or conflicting. No academic can be expected to be a master of all the information and all the correct tools of their own area any longer. The librarian should be an embedded partner who is able to efficiently guide the academic through the maze of information and tools. I think that it's a little reductionist to think just in terms of particular points in the workflow. Although that is clearly appropriate from a practical perspective, Librarians should think big...their skills are in high demand and there is an opportunity to reshape the library and the role of the librarian. This is why working with **CMU** is so exciting for **Digital Science** — we know that **Keith** and his team understand this.

ATG: Keith, you've said that "the library must provide a reimagined 'intellectual commons' for a campus community." What does that mean? How does this partnership advance that goal? How will Digital Science products contribute in reimagining the intellectual commons?

KW: For me, the intellectual commons is a concept — a way of articulating our important role in building a sense of academic community — allowing everyone to see us simultaneously as a physical presence and digital hub that connects people across disciplines and fosters conversations that can lead to new insights into the challenges facing society. In part, our roll-out of the **Digital Science** suite is enabling our librarians to have deeper conversations with the faculty and researchers they serve. It gives them an opportunity to reinforce our role on campus, and to identify and build connections between people in different disciplines who may be working in similar fields. And it also allows them to engage students more closely with the research enterprise. In many ways, our students — from freshman onwards — are early career researchers. We want them to use the same tools, and engage with the libraries through that lens.

ATG: A key element of this effort is the capture of data from multiple internal and external sources, including citation and altmetrics data, grant data, and research data. How will it differ from existing services like Plum Analytics that rely on similar data capture?

KW: We've been able to implement our **Digital Science** tools through connections with campus identifier systems — so an individual can have easy and personalized access to their records — of publications and impact measures, and their research outputs. A big challenge in this work is disambiguating researcher identities in external data sources. We've spent a lot of time verifying individual identities in the tools which we've implemented, but that doesn't flow through to other services.

DH: I think that we're talking about the wider **Digital Science** portfolio beyond **Altmetric** here. However, to start with **Altmetric**: I think that it's important to start by saying that **Altmetric** has been highly instrumental in establishing these metrics not only as of peripheral interest but as a mainstream indicator sitting alongside citations. Part of that work has lead **Altmetric** to develop an advanced approach to contextualizing altmetric data so that it makes sense to non-experts. **Dimensions** enhances the **Digital Science** offering further as it is the only database of awarded grant information (as opposed to funding opportunity information). The database now contains more than $1 trillion of global competitive grant funding from more than 200 funders. **Figshare** is integrated with **Altmetric** and views and shares on the **Figshare** platform flow back into **Altmetric** — so the **CMU Figshare** platform will have some great analytics to learn about their research data reuse. Elements combines a unique approach to data handling that allows data from **Altmetric**, **Dimensions** and **Figshare** to be centralized in a scalable way to allow even the largest institutions to report on their data across all these sources.

ATG: What is the timeline for the rollout and implementation of these research platforms? Will you have something to report, say by the time of the Charleston Conference in November?

KW: We are in the very final stages of pilot testing, and we will be competing our campus roll-out over the next few weeks. Our implementation of **Figshare** will begin next week — during National Library Week — when we announce the winner of the competition to name the service. We had many entries from faculty, staff, and students from campuses in Pittsburgh, Silicon Valley, and Qatar. 🌲

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*Postscript announcement: The winning entry to our repository naming context was **KiltHub** — simultaneously reflecting our Scottish heritage, and the role of the system as the hub of **CMU's** information infrastructure.*

audience members to change their votes. Members of the audience had an opportunity to make comments and pose questions as well. I remember voting for **Alison** because I thought she did a great debating job! No hard feelings please, **Michae**l! Plus, I think I was once again *against the grain* of the group.

www.against-the-grain.com

www.charlestonlibraryconference.com

Moving right along, we decided to take the debate online as a **Webinar** this year and we had a huge registration (363) on the debate topic of *Resolved: The Journal Impact Factor does more harm than good*. Debating were **Ann Beynon** (Clarivate Analytics) and **Sara Rouhi** (Altmetric). I have to give big kudos to **Ann**, **Sara**, and **Rick Anderson**. The debates are **Rick's** creation. He acts as the moderator for each debate. We are planning for more webinar debates this year. Please send suggestions of possible resolutions to me, **Leah** or **Rick**!

https://www.youtube.com/watch?v=567UeN-LKJx8

Several months ago, **Tom Gilson** and I were able to interview **Andrea Michalek**, Managing Director of **Plum Analytic**s, to discuss its acquisition by **Elsevier**. Recently we learned that **Elsevier** is integrating **PlumX Metrics** into its leading products, expanding access to these tools to the wider academic community. We are updating the interview even as we speak. Watch for it on the *ATG* NewsChannel and in the print issues of *ATG*.

Speaking of which, shocking us all, **Elsevier** has just acquired another U.S.-based business, **bepress**. WOW! Here is some of the press release. — **Elsevier** has acquired **bepress**, a Berkeley, California-based business that helps academic libraries showcase and share their institutions' research for maximum impact. Founded by three **University of California, Berkeley professors** in 1999, **bepress** allows institutions to collect, organize, preserve and disseminate their intellectual output, including pre-prints, working papers, journals or specific articles, dissertations, theses, conference proceedings and a wide variety of other data. The **bepress** CEO and employees will continue working with the company in Berkeley, California. The acquisition is effective immediately and terms of the agreement are not being disclosed.

Got a message the other day from one of my favorite people in the whole wide world — the amazing **Scott Plutchak**! **Scott** says that he is retiring from **UAB,** but not from the rest of his life. He and **Lynn** moved into **Lynn's** dreamhouse 17 years ago; it's stuffed with artwork and books, perched up above a pretty little lake with swans and great blue herons. **Scott** is still on the editorial boards of several journals. He will be able to spend more time on the **Open Scholarship Initiative** (**OSI**), a global collaborative effort between all major stakeholders in scholarly publishing to improve

My only experience with **Elsevier** is having to pass on many products because it takes so much of our scant resources. The content is fine, of course; it is just the king's ransom we must pay to make **Elsevier** materials accessible requires us to say no, more often than not.

And that brings us, finally, to the leopard and its spots. Can he change them?

I suppose the best answer for now is that there is a first time for everything. Even for **Elsevier**. 🐾

the future of how research information gets published, shared and accessed. There's also the steering committee for **Metadata 2020**, a group effort to advocate for richer shared metadata. **Scott** says he will keep pushing for open data and a more open, affordable and transparent scholarly communication ecosystem. He's not going to go looking for consulting gigs, but if some interesting projects came up, who knows? **Scott** plans to do some professional and personal writing, he is doing a lot of exercising and even cooking

Optimizing Library Services — Tracking E-journal Perpetual Rights: A Discussion Among Publishers, Vendors, and Librarians

by **Carol Seiler** (Account Services Manager, EBSCO Information Services) <CSeiler@ebsco.com>

Column Editors: **Caroline J. Campbell** (Promotions Assistant, IGI Global) <ccampbell@igi-global.com>

and **Lindsay Wertman** (Managing Director, IGI Global) <lwertman@igi-global.com> *www.igi-global.com*

*A recap of the 2017 **Electronic Resources and Librarian (ER&L)** session **"Tracking E-journal Perpetual Rights: A Discussion Among Publishers, Vendors, and Librarians."** Presented by Teri Oparanozie, Sam Houston State University; Jackie Ricords, IGI Global; and Carol Seiler, EBSCO Information Services.*

Tracking perpetual access rights is an essential part of the electronic library system. But who is responsible for tracking this information? What information needs to be tracked? This session provided a forum for discussing how librarians, publishers, and vendors can collaborate to make tracking e-journal perpetual access and entitlement easier and more efficient.

The well-attended session, led by the session moderator, **Teri Oparanozie**, started with a detailed look at what issues and questions exist with perpetual access.

sitions and E-Resource Licensing Services at **Cornell University**, noted that more video content is becoming available, there are more vendors, and we are spending a lot of money on it. Streaming video is being purchased by academic libraries for entertainment, collection building, and course use. Many entertainment videos are also used for courses; they are either purchased directly or ripped from DVDs and hosted on a streaming server. Areas to be considered are the potential user base for the video, areas where deeper collections are needed, and costs. **Cornell** started a PDA program for videos in 2015, and it generated a lot of use: 10,793 uses (278,000 minutes) over 2,870 titles, of which 7,471 uses triggered licenses for 529 titles.

Kanopy[6] and **Alexander Street**,[7] have set up new analytic models to allow their users to see what their usage is, where it comes from, referral URLs, etc., which leads to different ways of thinking about usage, especially counting embeds when a user embeds a video on their site. **Alexander Street** can show "curated views" beyond simple counts, such as the average percent of a video that was played, which helps to determine how important it was to the viewers and whether a subscription to it should be purchased or continued. A collections strategy is being developed for long-term video usage at **Cornell**; questions to be answered include how video should be incorporated into the collection development policy, how it should be funded, and different needs for collection building and course use.

Andrea Eastman-Mullins, COO of **Alexander Street**, said that we do not have any standards yet for determining how important a subject is; COUNTER remains the only way to compare usage, but it does not give title information. So they created an "impact statistics portal" to show the subject area of the video, paging reports, engagement (which goes beyond watching the video), clips created, play lists, etc.

Explore the Hidden Cache of Statistics at Your Library: Data Mining and Visualization Techniques for Collection Development and Assessment

Librarians are spending increasing amounts of time working with large sets of data, but according to **Stephanie Hess**, E-Resources Librarian at **Binghamton University (SUNY)**, we have not moved along to the analysis part. Collecting is only part of the battle in winning financial support; we need to provide evidence and make it shine. Hess suggested that data should be presented in exciting formats, and visualization can help convey complex data. She quoted *Information Dashboard Design* (**Analytics Press**, 2013) by **Stephen Few**, a data visualization expert who said,

> *"A dashboard is a visual display of the most important information needed to achieve one or more objectives; consolidated and arranged on a single screen so the information can be monitored at a glance."*

When **Tableau**[8] was used to analyze the data visually, the outliers became readily apparent. Forecasts of potential usage can be made and vendor reports can be incorporated into the analysis process. Overview-Docs[9] is a useful tool for visualizing documents.

Closing Keynote

Monica Bulger, who leads the Enabling Connected Learning initiative at the **Data & Society Research Institute**, presented the closing keynote on "Fake News, Reliability and Questioning: A Researcher's Struggle to Navigate the New Information Landscape." She began with the observation that information is social, dynamic, and depends on us to give it life. Our minds are working against us in this new information environment because when they get overloaded, they start to function automatically. It is important to realize that our minds are not objective recorders of information; we are using our prior experiences and what we already know to make sense of events. We also do information status slicing; getting fast results is better than perfect ones because most of the time we have competing demands, which we do not like.

Monica Bulger *(Photo Courtesy of **Sandy Tijerina**)*

Not only are our minds working against us, but so are advertisers. They understand the psychology of engagement, and their programs are designed to keep us engaged. How much do we record when information gets overwhelming? We need to empower people to be critical consumers, sort through information, and find the truth.

What are the criteria of reliability? Are we teaching people to question everything? Sometimes we must turn off our feeds of news because there is too much to be engaged with. We cannot make sense of everything; choose your issue and focus on what you will worry about.

Recordings of many of the presentations are available on the **ER&L** website.[10] The **2018 ER&L Conference** will return to the AT&T Conference Center in Austin on March 4-7. 🐦

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*Donald T. Hawkins is an information industry freelance writer based in Pennsylvania. In addition to blogging and writing about conferences for **Against the Grain**, he blogs the **Computers in Libraries** and **Internet Librarian** conferences for **Information Today, Inc. (ITI)** and maintains the **Conference Calendar** on the **ITI** Website (**http://www.infotoday.com/calendar.asp**). He is the Editor of **Personal Archiving: Preserving Our Digital Heritage**, (Information Today, 2013) and Co-Editor of **Public Knowledge: Access and Benefits** (Information Today, 2016). He holds a Ph.D. degree from the **University of California, Berkeley** and has worked in the online information industry for over 45 years.*

Endnotes

1. *http://openathens.org/*
2. *https://www.atlas-sys.com/*
3. *https://zepheira.com/*
4. *http://library.link/*
5. *http://libraries.mit.edu/about*
6. *https://www.kanopystreaming.com/*
7. *http://alexanderstreet.com/*
8. *https://www.tableau.com/*
9. *http://www.overviewdocs.com*
10. *https://www.electroniclibrarian.org/17-archive-available/*

several dinner several nights a week. It's also great that **Scott** will have more time for guitar and harmonica. Last but not least — **Scott** will be in Charleston in November! We couldn't talk him into speaking but there is still time! *http://osinitiative.org/*
https://twitter.com/metadata2020 🐦